

STILES POINT ELEMENTARY

883 Mikell Dr.

Charleston, South Carolina 29412

GRADES PK-5 Elementary School

ENROLLMENT 631 Students

PRINCIPAL Stephen D. Burger 843-762-2767

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
29	32	2	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

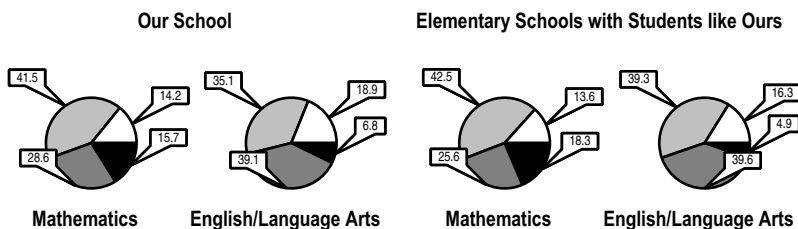
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	45	132	73
Percent satisfied with learning environment	95.5%	90.7%	90.1%
Percent satisfied with social and physical environment	95.5%	88.5%	83.6%
Percent satisfied with home-school relations	97.7%	89.3%	94.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	340	99.1	18.9	35.1	39.1	6.8	46.0	17.6
Gender								
Male	178	98.9	20.8	36.9	35.1	7.1	42.3	17.6
Female	162	99.4	16.9	33.1	43.5	6.5	50.0	17.6
Racial/Ethnic Group								
White	245	99.2	9.7	35.4	46.4	8.4	54.9	17.6
African-American	88	98.9	47.4	31.6	18.4	2.6	21.1	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	275	100.0	13.0	32.8	45.8	8.4	54.2	17.6
Disabled	65	95.4	45.0	45.0	10.0	N/A	10.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	340	99.1	18.9	35.1	39.1	6.8	46.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	340	99.1	18.1	34.9	40.0	7.0	47.0	17.6
Socio-Economic Status								
Subsidized meals	99	100.0	42.9	33.0	19.8	4.4	24.2	17.6
Full-pay meals	241	98.8	9.5	35.9	46.8	7.8	54.5	17.6

Mathematics								
All students	340	99.7	14.2	41.5	28.6	15.7	44.3	15.5
Gender								
Male	178	99.4	11.8	40.8	29.0	18.3	47.3	15.5
Female	162	100.0	16.7	42.3	28.2	12.8	41.0	15.5
Racial/Ethnic Group								
White	245	99.6	7.1	36.4	36.8	19.7	56.5	15.5
African-American	88	100.0	33.8	55.8	5.2	5.2	10.4	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	275	100.0	8.0	39.9	33.1	19.0	52.1	15.5
Disabled	65	98.5	40.3	48.4	9.7	1.6	11.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	340	99.7	14.2	41.5	28.6	15.7	44.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	340	99.7	13.5	41.2	29.2	16.0	45.3	15.5
Socio-Economic Status								
Subsidized meals	99	100.0	30.8	56.0	7.7	5.5	13.2	15.5
Full-pay meals	241	99.6	7.7	35.9	36.8	19.7	56.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	102	N/A	7.4	30.9	55.3	6.4	61.7
	Grade 4	119	N/A	14.2	39.8	41.6	4.4	46.0
	Grade 5	135	N/A	20.9	51.9	26.4	0.8	27.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	89	100.0	9.5	23.8	46.4	20.2	66.7
	Grade 4	108	97.2	9.9	34.7	52.5	3.0	55.4
	Grade 5	143	100.0	31.4	42.3	24.8	1.5	26.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	102	N/A	7.5	39.8	31.2	21.5	52.7
	Grade 4	119	N/A	20.9	36.5	24.3	18.3	42.6
	Grade 5	135	N/A	28.5	37.7	18.5	15.4	33.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	89	100.0	10.7	29.8	39.3	20.2	59.5
	Grade 4	108	99.1	9.6	51.9	21.2	17.3	38.5
	Grade 5	143	100.0	19.7	40.9	27.7	11.7	39.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 631)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	1.9%	2.4%
Attendance rate	96.2%	Down from 96.6%	96.3%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	33.6%	Up from 28.7%	24.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.4%	Down from 12.0%	7.0%	8.0%
Older than usual for grade	8.9%	Up from 1.7%	0.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 48)				
Teachers with advanced degrees	54.2%	Down from 59.5%	53.6%	50.0%
Continuing contract teachers	87.5%	Down from 95.2%	87.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.8%	Up from 82.7%	88.9%	86.2%
Teacher attendance rate	95.1%	Down from 96.4%	96.0%	95.3%
Average teacher salary	\$40,955	Up 0.8%	\$41,537	\$39,909
Prof. development days/teacher	10.2 days	Down from 15.7 days	10.2 days	11.4 days

School				
Principal's years at school	7.0	Up from 5.0	5.0	4.0
Student-teacher ratio	19.8 to 1	Down from 20.7 to 1	20.1 to 1	18.9 to 1
Prime instructional time	90.0%	Down from 92.1%	91.0%	89.7%
Dollars spent per pupil*	\$5,426	Up 20.8%	\$5,370	\$5,892
Percent spent on teacher salaries*	69.5%	Down from 76.7%	68.4%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 89.0%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Stiles Point Elementary is a neighborhood school featuring an experienced staff with a supportive community, an involved PTA, and eager volunteers. We have high expectations and excellent academic and citizenship programs. We have achieved many awards (e.g., The Community of Readers Award, Exemplary Writing Award, Charleston County Recycling Award, etc.). But we face many challenges ahead as we develop students' academic and citizenship proficiencies as related to the state standards. We are developing our math program to support students' problem-solving strategies in context, use of manipulatives and technology, and increasing their PACT math achievement levels. Teachers need more technology training so that they can provide this type of training to the students. We must provide more "School-To-Career" training involving technology. There are now higher expectations about what is taught and when it is taught (e.g., what was taught only in first grade is now taught in kindergarten). Students and parents must realize that studying at home is part of the educational system. We must help students learn how to work with others and take responsibility for their decisions and actions.

Expectations continue to increase with the implementation of state standards in all subjects. The push for more one-on-one instruction by the teachers (reduced class size) is definitely impacting the school. We are using a teacher allocation formula that was developed by the State Department of Education nearly forty years ago. The needs of the children have changed and evolved since then. Our teachers are expected to teach more, with greater variety, and with higher level thinking skills. The education of our children still remains our highest priority.

One of our most daunting challenges is funding, or specifically, the lack of it, to support instruction for our students and the implementation of state standards. We continuously need to upgrade our curriculum materials and technology. We must meet the continuing challenge to provide the best instruction and materials for our future leaders of a competitive global economy.

Stephen D. Burger, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.